
		Cycle A LTP for KS3 geography		
		Y7&Y8		Y9
		LA	HA	Curriculum offer for the core of learners
Autumn 2	Key area of understanding	<b>Theme – Physical Geography</b> <ul style="list-style-type: none"> <li>• Plate tectonics</li> <li>• Tsunami</li> <li>• Volcanoes</li> <li>• Earthquake</li> </ul>	<b>Theme – Physical Geography</b> <ul style="list-style-type: none"> <li>• Plate tectonics</li> <li>• Tsunami</li> <li>• Volcanoes</li> <li>• Earthquake</li> </ul>	<b>Theme – Locational and place knowledge</b> <ul style="list-style-type: none"> <li>• Asia including China and India</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>• Observe the key processes in physical geography relating to plate tectonics</li> <li>• Convey understanding of natural hazards and the risks to people</li> <li>• Convey information about the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the key processes in physical geography relating to plate tectonics</li> <li>• Describe and analyse the risks to people and property of natural hazards</li> <li>• Convey information about the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins</li> <li>• Demonstrate some understanding of topographical maps</li> </ul>	<ul style="list-style-type: none"> <li>• Read and gain information from more complex types of maps including topographical, population, energy, land relief</li> <li>• Develop spatial awareness of world's countries</li> <li>• Research and record human and physical characteristics</li> <li>• Use atlas maps to identify and describe significant features of the physical and human landscape</li> <li>• Interpret a range of sources – maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> </ul>
Spring 2	Key area of understanding	<b>Theme – Human Geography</b> <ul style="list-style-type: none"> <li>• International development</li> <li>• Developing and developed countries</li> <li>• Globalisation</li> </ul>	<b>Theme – Human Geography</b> <ul style="list-style-type: none"> <li>• International development</li> <li>• Developing and developed countries</li> <li>• Globalisation</li> </ul>	<b>Theme – Locational and place knowledge</b> <ul style="list-style-type: none"> <li>• Middle East and Africa</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>• Recognise how climate change affects food security for countries</li> <li>• Convey understanding of how migration, resulting from conflict, affects food security</li> <li>• Recognise how inequality is tackled within different government models</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe how climate change affects food security for countries</li> <li>• Convey understanding of how migration, resulting from conflict, affects food security and research examples of this</li> <li>• Recognise and describe how inequality is tackled within different government models</li> </ul>	<ul style="list-style-type: none"> <li>• Read and gain information from more complex types of maps including topographical, population, energy, land relief</li> <li>• Develop spatial awareness of world's countries</li> <li>• Research and record human and physical characteristics</li> <li>• Use atlas maps to identify and describe significant features of the physical and human landscape</li> <li>• Interpret a range of sources – maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• Develop understanding of similarities, differences and links between a specific region of Asia and Africa</li> </ul>


<b>Summer 2</b>	<b>Key area of understanding</b>	<b>Theme – Locational and place knowledge</b> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Other tropical rainforests</li> <li>• Other deserts</li> </ul>	<b>Theme – Locational and place knowledge</b> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Other tropical rainforests</li> <li>• Other deserts</li> </ul>	<b>Theme – Physical Geography</b> <ul style="list-style-type: none"> <li>• Glaciation</li> <li>• Hydrology</li> </ul>
	<b>Knowledge &amp; skills development</b>	<ul style="list-style-type: none"> <li>• Convey understanding of world's countries maps</li> <li>• Recognise environmental regions – tropical rainforests, deserts</li> <li>• Recognise key physical and human characteristics of hot environments</li> <li>• Convey understanding of the distinctive characteristics of rainforest ecosystems</li> <li>• Convey understanding of the interdependence of climate, water, soils, plants, animals and people</li> </ul>	<ul style="list-style-type: none"> <li>• Read and gain information from world's countries maps</li> <li>• Recognise and describe environmental regions – tropical rainforests, deserts</li> <li>• Describe key physical and human characteristics of hot environments</li> <li>• Describe the distinctive characteristics of rainforest ecosystems</li> <li>• Analyse and describe the interdependence of climate, water, soils, plants, animals and people</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the maximum extent of ice cover across the UK during the last ice age</li> <li>• Convey information about glacial processes</li> <li>• Recognise how different glacial landforms result from different physical processes</li> <li>• Recognise conflict between different land uses and development and conservation</li> <li>• Convey understanding of the distribution, movement and management of water including the water cycle</li> </ul>

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.

		Cycle B LTP for KS3 geography		
		Y7&Y8		Y9
		LA	HA	Curriculum offer for the core of learners
Autumn 2	Key area of understanding	<b>Theme – Locational knowledge</b> <ul style="list-style-type: none"> <li>Russia</li> <li>Other cold environments</li> </ul>	<b>Theme – Locational knowledge</b> <ul style="list-style-type: none"> <li>Russia</li> <li>Other cold environments</li> </ul>	<b>Theme – Locational and place knowledge</b> <ul style="list-style-type: none"> <li>Asia including China and India</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>Convey understanding of world's countries maps</li> <li>Understand co-ordinates – latitude and longitude</li> <li>Recognise environmental regions – polar deserts</li> <li>Identify landscape features from map evidence</li> <li>Recognise key physical and human characteristics of cold environments</li> <li>Convey understanding of the interdependence of climate, permafrost, soils, plants, animals and people</li> </ul>	<ul style="list-style-type: none"> <li>Read and gain information from world's countries maps</li> <li>Use and understand co-ordinates – latitude and longitude</li> <li>Recognise and describe features of environmental regions – polar deserts</li> <li>Identify and describe landscape features from map evidence</li> <li>Analyse and describe key physical and human characteristics of cold environments</li> <li>Analyse and describe the interdependence of climate, permafrost, soils, plants, animals and people</li> </ul>	<ul style="list-style-type: none"> <li>Read and gain information from more complex types of maps including topographical, population, energy, land relief</li> <li>Develop spatial awareness of world's countries</li> <li>Research and record human and physical characteristics</li> <li>Use atlas maps to identify and describe significant features of the physical and human landscape</li> <li>Interpret a range of sources – maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li></li> </ul>
Spring 2	Key area of understanding	<b>Theme – Physical Geography</b> <ul style="list-style-type: none"> <li>Rocks</li> <li>Weathering</li> </ul>	<b>Theme – Physical Geography</b> <ul style="list-style-type: none"> <li>Rocks</li> <li>Weathering</li> </ul>	<b>Theme – Locational and place knowledge</b> <ul style="list-style-type: none"> <li>Middle East and Africa</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>Describe basic features of ground, aerial and satellite photographs</li> <li>Convey understanding of formation of landforms</li> <li>Convey understanding of how the coast is formed through different rock types</li> <li>Name and describe different coastal management strategies – sea walls, beach nourishment, coastal realignment</li> </ul>	<ul style="list-style-type: none"> <li>Use and interpret ground, aerial and satellite photographs</li> <li>Convey understanding of formation of landforms including how the coast is formed through physical processes</li> <li>Describe how the coast is formed through different rock types</li> <li>Establish how weathering, both mechanical and chemical, forms coastlines</li> <li>Compare the costs and benefits of different coastal management strategies – sea walls, beach nourishment, coastal realignment</li> </ul>	<ul style="list-style-type: none"> <li>Read and gain information from more complex types of maps including topographical, population, energy, land relief</li> <li>Develop spatial awareness of world's countries</li> <li>Research and record human and physical characteristics</li> <li>Use atlas maps to identify and describe significant features of the physical and human landscape</li> <li>Interpret a range of sources – maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>Develop understanding of similarities, differences and links between a specific region of Asia and Africa</li> </ul>
S	Key area of	Theme – Human Geography	Theme – Locational and place knowledge	Theme – Physical Geography

	<b>understanding</b>	<ul style="list-style-type: none"> <li>• Population</li> <li>• Urbanisation</li> </ul>	<ul style="list-style-type: none"> <li>• Africa</li> <li>• Other tropical rainforests</li> <li>• Other deserts</li> </ul>	<ul style="list-style-type: none"> <li>• Glaciation</li> <li>• Hydrology</li> </ul>
	<b>Knowledge &amp; skills development</b>	<ul style="list-style-type: none"> <li>• Convey understanding of world's countries maps</li> <li>• Recognise populated and unpopulated areas of the world</li> <li>• Convey understanding of population density and connection with urbanisation</li> <li>• Convey understanding of difference between rural and urban areas</li> <li>• Analyse how rural areas have developed over recent decades and centuries – local area</li> </ul>	<ul style="list-style-type: none"> <li>• Read and gain information from world's countries maps</li> <li>• Recognise and describe features of environmental regions – tropical rainforests, deserts</li> <li>• Analyse and describe key physical and human characteristics of hot environments</li> <li>• Identify and describe the distinctive characteristics of rainforest ecosystems</li> <li>• Analyse and describe the interdependence of climate, water, soils, plants, animals and people</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the maximum extent of ice cover across the UK during the last ice age</li> <li>• Convey information about glacial processes</li> <li>• Recognise how different glacial landforms result from different physical processes</li> <li>• Recognise conflict between different land uses and development and conservation</li> <li>• Convey understanding of the distribution, movement and management of water including the water cycle</li> </ul>

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		AQA unit award trajectory - LTP for KS4 geography	
		Y10	Y11
Autumn 2	Key area of understanding	<b>Theme – Physical Geography</b> <ul style="list-style-type: none"> <li>Weather</li> <li>Climate</li> <li>Change in climate from Ice Age to present</li> <li>Hurricanes</li> </ul>	<b>Theme – Physical geography</b> <ul style="list-style-type: none"> <li>Rivers</li> <li>Soil</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>Recognise that climate change is the result of natural and human factors</li> <li>Recognise the effects of climate change</li> <li>Convey information on the strategies to manage climate change including mitigation and adaptation</li> <li>Convey how weather patterns and climate are determined – complete a variety of graphs</li> <li>Convey how hurricanes develop as a result of particular conditions</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe the long profile and changing cross profile of a river and its valley</li> <li>Convey understanding of how the shape of a river changes as they flow downstream</li> <li>Analysis and interpretation of maps and aerial photographs</li> <li>Name and describe the fluvial processes – erosion, transportation, deposition</li> <li>Name and describe the different management strategies used to protect river landscapes from the effects of flooding</li> </ul>
Spring 2	Key area of understanding	<b>Theme – Human Geography</b> <ul style="list-style-type: none"> <li>Economics</li> <li>Primary</li> <li>Secondary</li> <li>Tertiary</li> <li>Quarternary</li> </ul>	<b>Theme – Human Geography</b> <ul style="list-style-type: none"> <li>Urban issues and challenges</li> <li>Higher income countries (HICs)</li> <li>Lower income countries (LICs)</li> <li>Newly emerging economies (NEEs)</li> <li>Human processes, systems and outcomes</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>Recognise and describe how the economic sectors are represented within our community</li> <li>Convey understanding of the public and private sectors through examples</li> <li>Contrast our economy with other countries by writing descriptively, analytically and critically</li> </ul>	<ul style="list-style-type: none"> <li>Develop and understanding of the factors that produce a diverse variety of human environments</li> <li>Identify the factors affecting the rate of urbanisation</li> <li>Analyse the emergence of megacities</li> <li>Identify a major city in a LIC/NEE and the challenges and opportunities it faces in light of urban growth – access to services, economic development, slums, sanitation, crime, education</li> </ul>
Summer 2 (yr 10) Summer 1 (yr11)	Key area of understanding	<b>Theme – Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Use of natural resources – food, water, energy</li> <li>Recognise how the changing demand and provision of resources in the UK creates opportunities and challenges</li> </ul>	<b>Humanities Project – UK Coasts</b> <ul style="list-style-type: none"> <li>Lindisfarne</li> <li>Scarborough</li> <li>Giants Causeway</li> <li>Edinburgh</li> <li>Brighton</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>Develop an understanding of how food, water and energy are crucial to economic and social well-being</li> <li>Convey and understanding of global inequalities in resources</li> <li>Develop an overview of demand for high-value food</li> <li>Recognise the changing demand for water – areas of deficit and surplus</li> <li>Understand the changing energy mix – fossil fuels, renewables</li> <li>Infer human activity from map evidence</li> </ul>	<ul style="list-style-type: none"> <li>Examination of the history of each area in relation to its geography</li> <li>Compare and contrast formation of coastline through erosion and deposition of sediment</li> <li>Name and describe specific coastal features – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks</li> <li>Identify different castles/priories that have been built on the coastline and the reasons for their location</li> <li>Analyse historical maps of coastline and compare to present day. Description of what it would have looked like and, from an archaeological stand point, what it</li> </ul>

			<p>looks like today</p> <ul style="list-style-type: none"> <li>• Use of maps and aerial photographs to establish human uses for coastline – travel and tourism. Identify and describing aspects of the history of the LGBTQ+ community in Brighton</li> <li>• Identify primary and secondary sources of data and draw conclusions and evaluating the usefulness of the sources</li> </ul>
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The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified year group. Students will not be taught directly from accreditation specifications.

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